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ABSTRACT

To afford elementary school children in Louisiana the opportunity of attaining proficiency in French, the state legislature established in 1975 a state-wide French as a Second Language (FSL) Program. Learning goals were established for each grade, based on the use of specified instructional materials. The administrative structure of the program was detailed at all levels. Additional projects of the program in 1979-80 included a transition plan for future secondary programs, a university teacher training program, and foreign summer study programs. This report describes the FSL Program, and includes a chart of the program structure. Addenda include the original legislative act, a staffing needs assessment instrument, demographic statistics, a sample contact between a teacher and the Council for the Development of French in Louisiana (CODOFIL), maps indicating extent of program implementation throughout the state, the parish contract for the FSL Program, the program plan for continuity, foreign associate teacher statistics, and a description of the specialist inservice teacher training program. (JB)

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FRENCH

AS SECOND LANGUAGE

PROGRAM

1979-80

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J. KELLY NIX, STATE SUPERINTENDENT
DEPARTMENT OF EDUCATION

BULLETIN NO. 1536

FRENCH AS SECOND LANGUAGE PROGRAM

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

1979-80

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ADDENDA ITEMS

I. INTRODUCTION

Publicizing a Second Language Program such as Louisiana's French as Second Language Program serves several purposes: it makes the public and community aware that the program exists; it shows the elementary school teachers that the program can be an integral part of the total education plan; it promotes pride in the participating students.

While in the past, language teachers have often directed publicity efforts only to the educational establishment, it is time to identify successful foreign language programs for possible replication in other states.

The Louisiana Department of Education with the assistance of CODOFIL (Council for the Development of French in Louisiana) has been successful in promoting the French as Second Language Program both with the general public as well as with their legislative body.

The result is that Louisiana has achieved success with the quantity of schools participating in the elementary French program and is presently focusing attention on improving the quality of the program so as to insure the rightful place of foreign languages in the elementary school curriculum.

For the first five years of the program (1972-1977), an extensive evaluation was made each year by Ghini and Associates of New Orleans; however, in March, 1978, the Council for the Development of French in Louisiana initiated a formal evaluation of the French as Second Language Program by an international team of language experts. After studying the various aspects of the total program, the team recommended a new five year plan to restructure and improve the program with foreign assistance and to increase the staff with Louisiana personnel.

Implementation of specific recommendations began immediately.

The three foreign governments involved (France, Belgium, and Quebec) have graciously assisted by supplying instructional material, trained personnel, and pedagogical consultants.

II. BACKGROUND

In 1968, the Louisiana legislature, through Act 409 created the Council for the Development of French in Louisiana (CODOFIL). From 1968 to 1971 the emphasis of CODOFIL's work was on research and cultural projects. Research showed that the student attrition rate in the second year of ongoing high school French programs was most often due to the students' realization that language cannot be mastered in a short period of time. Additional studies at the university level, with a follow-up of graduates over a ten year period, showed that only a minimal number felt secure in the French language or used it in any way in their subsequent careers.

For these reasons, CODOFIL and the State Department of Education decided to initiate a pilot program in the elementary grades with the premise that an early start in a sequential program would guarantee a child's sustained interest and proficiency in the French language.

In 1971 the Louisiana Department of Education entered into a joint educational venture with CODOFIL to actively promote and encourage the teaching of French in elementary schools and to perpetuate the French heritage so evident in Louisiana. A group of approximately 20 foreign associate teachers came to Louisiana, funded by the local school boards.

During the 1972-73 session the Legislature allocated $300,000 to the Foreign Languages Section of the State Department of Education to fund the French instruction program, and the number of participating parishes rose from 5 to 26. The funding level increased each ensuing year to a level of 1.2 million dollars.

The Academic Advisory Board of CODOFIL was established by Executive Order of the Governor of Louisiana in 1971.

ADDENDA ITEMS

Its membership includes the heads of Foreign Language Departments in all institutions of higher education in the State of Louisiana, who constitute a majority of its members. Other members of the Board are the Coordinator of the Foreign Language and Bilingual Section of the State Department of Education, the President of the LFLTA (Louisiana Foreign Language Teachers Association), and five members at large. In addition to advising CODOFIL on academic matters, the Board administers a unique study program in France for Louisiana college students through the Consortium of Louisiana Universities and Colleges, a twenty-two member organization developed by the Board in the 1975-76 academic year and now in its fifth year of operation.

(1) Act 714

In 1975 the Legislature passed Act 714 which authorized each parish or city school board "to establish, as a part of the general curriculum the teaching of a second language in grades 1-12; to provide a procedure for petitioning a parish or city school board for the inclusion of the teaching of a second language in the general curriculum of a particular school or schools when the governing authority of the school fails to establish such a program; to establish the procedure for exempting students from the second language program; to authorize and require the State Board of Elementary and Secondary Education (BESE) to establish guidelines, regulations, and policies to implement such a program; and otherwise to provide with respect thereto."

The following objectives outline the major goal within Act 714:

1) To establish a language program in grades 1 through 12 in a sequential manner so as to afford all school children in the state the opportunity of attaining proficiency in a second language.

2) To allow for a petitioning procedure which requires the parish or city school board to establish a second language program.
3) To exempt a student from the second language program upon the request of the parent or guardian.
4) To utilize certified teachers at the secondary level, and foreign associate teachers and/or certified Second Language Specialist teachers at the elementary level.
5) To provide specified funding by the appropriate authority depending on the level at which the program is offered.

The result of this act was that the French as Second Language Program became the model for two other elementary second language programs in Louisiana.

(2) Needs Assessment Survey

Since the passage of Act 714 the state funding for the French as Second Language Program, based on needs assessment surveys furnished by the individual parishes, has risen to accommodate the growth and expansion of the language programs. Last year's appropriation was $1.2 million and 26 parishes participated in the program employing 167 teachers. This money pays the salaries of the Foreign Associate Teachers, their air fare, insurance, orientation program and administrative costs.

The constitutionality of Act 714 was tested and upheld by decision of the Third District Court of appeals on February 6, 1979.

III. THE GOAL OF THE LOUISIANA FRENCH AS SECOND LANGUAGE PROGRAM

To afford Louisiana elementary public school children the opportunity of attaining proficiency in French as a second language through a continuous progress program (grades 1-6) that will articulate with middle school/junior high programs (grades 6-8) and with secondary programs (grades 9-12).

A. Objectives to meet program goal

1. The program will be offered to all students in a given class if the second language teacher is itinerant and moves from classroom to classroom. The program will be offered to selected students if the second language teacher is provided a separate classroom.
2. Students in kindergarten and grade 1 will be introduced to the French sound system and a limited basic vocabulary through the readiness program of Jeannot Lapin, a song and game approach designed to sensitize children to the French language and culture. Students will develop the skill of listening comprehension so as to be able to discriminate the French sound system. In addition to Jeannot Lapin, grade 1 students will further develop listening comprehension and pronunciation skills in lessons 1-5, Frère Jacques I.
3. In grade 2, students will establish basic pronunciation and intonation patterns through Frère Jacques I, lessons 1-12. This method presents words in the meaningful context of short dialogues relating to the real-life experiences of children.
4. Students in grade 3 will continue with Frère Jacques I, review lessons 5 and 10, and complete lessons 13-17. They will begin developing reading comprehension skills by recognizing words that have already been learned aurally by finding the main idea in a simple sentence, by formulating questions, and by applying concepts of sequence.

5. In grade 4, students will finish Frère Jacques I, review lessons 10 and 15, complete lessons 18-22, and will continue to develop reading skills while learning to write simple sentences and short paragraphs.
6. In grade 5, students will review lessons 10, 15, and 20 of Frère Jacques I and complete lessons 23-26 of Frère Jacques II. All four skills will be emphasized, with listening and speaking skills always preceding reading and writing skills, thus following the natural pattern of learning developed in the child's native language.
7. In grade 6, students will review lessons 15 and 20 of Frère Jacques I, lesson 25 of Frère Jacques II, and will complete lessons 27-30 of Frère Jacques II. The program will address two major objectives: (1) continued development of the four language skills (listening 30%; speaking 40%; reading 15%; writing 15%), and (2) a cumulative evaluation of the student's achievement level in the four skills based on the minimum standards of the revised curriculum of Frère Jacques. This evaluation will facilitate student placement and choice of instructional material as the program articulates with the middle school and junior high programs.
8. Scheduling of French as Second Language classes for continuity—by September 30, the parish will submit a French as Second Language plan for continuity detailing the statistical breakdown of the program within the participating schools.
9. Periodic inservice meetings will be provided for both the Associate Teachers of French and the Second Language Specialist Teachers, in order to assist them in meeting the program goals and objectives. These inservice meetings will be coordinated by the foreign consultants and the regional supervisors in conjunction with the parish supervisors and principals.

B. Inclusion of Louisiana French Culture

Supplemental materials and activities focused on the French cultural identity of Louisiana will be developed for grades 2-6 to complement the revised curriculum and to capitalize on the viable French cultural identity of the state. Objectives will be formulated to evaluate the affective impact of these materials. Louisiana based cultural material for grades 7 and 8 will also be developed for the accompanying instructional methods so as to bridge the transition between elementary and senior high programs.

C. Evaluation Design

Students in grades 2-6 in a minimum of at least twelve pilot schools (one per sector and four at large) will be evaluated on the minimum standards established by grade level in the scope and sequence guide to Frère Jacques I and II. This guide is correlated and compatible with the Louisiana Minimum Standards/Maximum Goals established for reading competency in English. The regional supervisor and foreign consultants will work with the Associate Teachers of French in the pilot schools to develop a revised testing program as well as student progress checklists to assess mastery of skills at the various grade levels.

D. Program Monitoring

As part of an ongoing evaluation, Department of Education staff members will make periodic monitoring visits to all schools in the program. Reports will be made quarterly and kept on file in the Foreign Languages and Bilingual Education office. The foreign educational consultants will also visit on a regular basis the teachers in his/her sector, and reports of each of these visits as well as reports of the inservice meetings will be kept on file.

ADDENDA ITEMS

B. Instructional Material

(9) Suggested Curriculum

The basic instructional material used in the French as Second Language Program is the audio-visual method Frére Jacques, Levels I and II. The team of foreign consultants has revised the Frére Jacques instructional material to include lesson plans and a scope and sequence guide outlining minimum standards by grade level. Each of the eight consultants will be provided a pilot school for testing and developing the material.

This material requires the use of a flannelboard to teach dialogues simulating real life experiences. This material is used in grades 2-5. The method for grade 1 is Jeannot Lapin, also based on the flannelboard, but teaching songs rather than dialogues. A new method being used this year in grades 5-6 is Bonjour Line, an audio-visual approach utilizing filmstrips instead of figurines.

Three television programs being aired are Mon Ami Pierrot, La Bonne Aventure, and Jolie Louisiane. The first method concerns language, the second promotes the French language and culture of the New England states, while the third presents the French culture existing in Louisiana.

(10) Material Available

Supplemental activities and seasonal materials are prepared by a team of curriculum specialists and are available upon request from the Department of Education.

C. Administrative Organization

At the local level a supervisor is in charge of the French program in each participating parish, and, along with the school principal, sets up class schedules for the teachers. Of course, the superintendent of the parish and the school board members are ultimately responsible for the total education program in the parish.

Several parishes are then grouped into sectors.

(11) Sector Map

Foreign personnel within a particular sector are responsible to a foreign educational consultant. The consultants also serve as liaisons between the local school authorities and the Department of Education staff. Louisiana is presently divided into eight sectors.

ADDENDA ITEMS
(12) Regional Breakdown

On the regional level, all foreign personnel are responsible to the four State Department staff members who plan for the total program of French as Second Language.

Ultimately, the foreign personnel are responsible to the Department of Education and CODOFIL.

D. Performance Responsibilities for the French Program

The major goal for the administration of the French as Second Language Program--which includes planning, organization, implementation, supervision, and evaluation--requires shared responsibility at the local, regional and state levels. For this reason a team approach is necessary for the continued success of the program.

The school principal is responsible for the following:

1. To integrate the ATF and/or SLS into the total education program of his school;
2. To schedule ATF's and /or SLS so as to provide continuity of instruction for participating students;
3. To supervise and evaluate the work of the ATF and/or SLS in his school;
4. To work with the CP of the Sector and the Department member of the Region for the efficient operation of the program.

The parish supervisor is responsible for the following:

1. The assignment of ATF and/or SLS to the participating schools in the parish;
2. The integration of the ATF into the schools and the local community of assignment;
3. Arrange an informational meeting of participating school principals, State Department Regional Supervisor, and foreign consultant prior to October 31, 1979;
4. The organization of the program in the participating schools of the parish;
5. Participate in inservice workshops for ATF and/or SLS teachers;
6. Participate in the evaluation of the ATF and/or SLS teachers;
7. Participate in the evaluation of the revised program of instruction in parish schools;
8. Participate in statewide meetings of parish supervisors and State Department staff to plan for continuous progress.

Foreign educational consultants are responsible for the following:

1. To assist with prestage for ATF's in the country of origin;
2. To participate in the orientation program of ATF's in Louisiana prior to parish assignment;
3. To assist in placement of ATF's in participating schools of the parishes of the Sector;
4. To assist with the settling of ATF's in the school(s) and community of assignment;
5. To provide for CODOFIL and the State Department all pertinent statistical data concerning the ongoing programs in the parishes of the Sector;
6. To establish a good working relationship with the various school principals in scheduling monitoring visits to assist ATF's and/or SLS of the Sector;
7. To arrange periodic inservice meetings of ATF's and/or SLS of the Sector and to be on call to provide technical assistance to the ATF's and/or SLS of the Sector;
8. To select, with the parish supervisor, a model school for piloting the revised program of instruction;
9. To coordinate with the State Department of Education supervisor the evaluation of the instructional programs and of the instructional personnel within the parishes of the Sector;
10. To attend all meetings pertinent to the French as Second Language Program at the local, sector or state levels;
11. To assist in the development of curriculum materials and in the evaluation of student progress;
12. As a representative of his or her government, promote the French language and culture in his assigned Sector.

The State Department of Education Staff Member is responsible for the following:

1. Assist parish supervisors in planning French as Second Language Programs for the current school year;
2. Assist in selection and placement of foreign associate teachers and conduct orientation program for them (prior to ATF's assuming teaching responsibilities);
3. Attend meetings of parish supervisor and principals to review program goals and regulations for current school year (in September-October);
4. Make monitoring visits with foreign educational consultants to ATF's throughout the school year;
5. Set up inservice programs for ATF's (bi-monthly);
6. Work with foreign educational consultants in arranging for field-testing of new curriculum established for French as Second Language Programs;
7. Maintain active records of class visits, inservice programs, etc.;

8. Provide technical assistance to the SLS teachers--full time and part time-- at both the Sector and Parish levels;
9. To assist parish supervisors and principals in the evaluation of the SLS teachers;
10. To make available to both ATF's and SLS basic materials of instruction, as well as supplementary activities to support the basic skills development;
11. To coordinate with participating universities SLS inservice programs during the scholastic year and summer study programs for teachers and local school administrators.

ADDENDA ITEMS V. GROWTH AND EXPANSION

A. Secondary Programs

A new project resulting from the elementary program is to coordinate compatible junior high level programs. This will provide a smooth transition for the elementary students continuing their second language education. Secondary language classes are taught by certified Louisiana personnel responsible to their parish supervisor and school board.

Department of Education personnel serve as consultants at inservice workshops for these teachers and discuss new methods and techniques for coordinating a continuous program in grades 1-12. The secondary teachers are very cooperative, and along with the local foreign language supervisors are better able to instrument change.

Many of the Foreign Educational Consultants assist the teachers with class demonstrations and give lectures to the French Clubs.

B. University Teacher-Training Program

(13) SLS Teacher Training Program

One aim of the French as Second Language Program is to gradually replace the Foreign Associate Teachers with Louisiana-trained specialists through the Second Language Specialist Program. Presently there are nine Louisiana

(14) Participating Universities

colleges and universities offering this inservice teacher training program: University of Southwestern Louisiana, Northeast Louisiana University, Louisiana State University-Shreveport, Louisiana State University-Alexandria, Louisiana State University-Baton Rouge, McNeese State University, Nicholls State University, Dominican College, and Southeastern Louisiana University.

The State Board of Elementary and Secondary Education has approved this program as a bonafide program of 24 hours which offers, upon successful completion, a certificate as Second Language Specialist. A native French-speaking specialist teacher assists in training these teachers. The two objectives of the program are adequate oral proficiency

in order to conduct classes in French and a knowledge of second language techniques and methods using existing materials. Summer semesters allow the participants to be totally immersed in language and culture while attending a foreign university.

C. Foreign Summer Study Programs

The Summer Study Programs are co-sponsored by CODOFIL, the Department of Education and the governments of France, Belgium and Quebec.

The Quebec government assists with a program for beginning SLS students at Laval university and also a program for secondary students at the College of Jonquière.

The France Summer Study Programs, located in Angers, Vichy, Dijon and Montpellier, offer college credit in French language and culture. Intermediate SLS students go to Angers and those students finishing the SLS program go to Vichy. The Dijon program is offered to secondary teachers of French and university students participate in the Montpellier program. All participants selected by the Department of Education and CODOFIL receive scholarships.

The Belgium program is designed exclusively for certified Second Language Specialists and offers a final immersion in the French language and culture prior to classroom teaching.

Due to this interest and involvement by the foreign governments in the French as Second Language movement in Louisiana, CODOFIL has received international recognition. James Domengeaux, Chairman of CODOFIL, has received the French Legion of Honor with the title of Officier for his contributions to the development of French in Louisiana. He also has been named an officer of the Order of Leopold from the Belgian government and the Prix de 3 Juillet, 1608, from the Quebec government.

D. Other Activities

1. CODOFIL's Adult Education program, co-sponsored by the Department's Bureau of Adult and Community

Education, offers night courses for anyone interested in learning the language. To further this, an advisory council was established by CODOFIL and the Bureau to "coordinate efforts toward the French language instruction and the Acadian culture among Louisiana's adults."

2. Since 1975, the Department of Education and CODOFIL, along with LSU's Department of Extramural Teaching, has sponsored the first Quebec exchange program. Louisiana hosts a group of 100 French-speaking teachers of English as Second Language from Quebec. The teachers take part in a four-week program offering courses in English literature, grammar, speech and composition taught by the staff of the English and Speech Department at LSU.
   The LSU Summer Institute in English is coordinated by Edward L. Simon, head of the Department of Extramural Teaching and Dr. Steven Cooper, faculty member.
3. CODOFIL has helped sponsor a number of international conferences dealing with French culture and languages, including the "National Franco-American Conference," co-sponsored by the Department of Education and the National Bilingual Resource Center in Lafayette, Louisiana.

VI. COMPONENTS OF LOUISIANA'S FRENCH AS SECOND LANGUAGE PROGRAM

A. Commitments of Support

1. From a Support Agency or Special Interest Group (non-profit)
   Example: CODOFIL
2. From the SEA
   Example: Louisiana Department of Education
3. From the governing boards of education
   Example: Board of Elementary and Secondary Education
4. From the LEA
   Example: The 26 parishes participating in the French as Second Language Program
5. From the State Legislature in the form of legislative action
   Example: Act 714
6. Funding from both the SEA and the LEA

B. Definition of Terms

1. Second Language - Any language other than the child's home language. This would include English for students whose home language is other than English.
2. Second Language Specialist - A regularly certified elementary classroom teacher or a certified secondary teacher of foreign language who has completed the Second Language Specialist Teacher-Training Program and has been certified by the Director of Teacher Certification and Higher Education.
3. Second Language Specialist Teacher, Full-Time
   A certified Second Language Specialist Teacher itinerant in one or more schools with a full teaching schedule of second language classes.
4. Second Language Specialist, Part-Time - A regularly assigned classroom teacher who teaches one or more classes of a second language in addition to his/her regular assignment. A part-time Second Language Specialist can teach up to three 20-minute classes in addition to his/her own class by "swapping off" or exchanging with other classroom teachers for art, music, physical education, etc.
5. Second Language Specialist, Secondary Level - A certified secondary teacher of foreign languages who has completed the Second Language Specialist Teacher-Training Program and has been certified

as a Second Language Specialist Teacher. This teacher can be utilized in grades one through twelve. Regularly assigned foreign language teachers are eligible for the Second Language Specialist increment only after completing the Second Language Specialist Program and gaining Second Language Specialist certification.

C. Points to be Considered in Planning a Second Language Program

1. Second language(s) to be offered - (See State Curriculum Guides for Foreign Languages, pages 11-13.)

2. Grade level in which second language is to be offered and number of sections - Act 714 states: "Beginning in the first grade and extending upwards through the grades in a well-articulated manner." Parishes with prior state or federally funded second language programs may propose programs beginning in additional grades.

3. Supervision - At the local level, the school system should designate a person or persons responsible for coordinating second language programs for the system. At the state level, the professional staff of the Foreign Language Section, State Department of Education, will assist the local school systems with all aspects of second language programs.

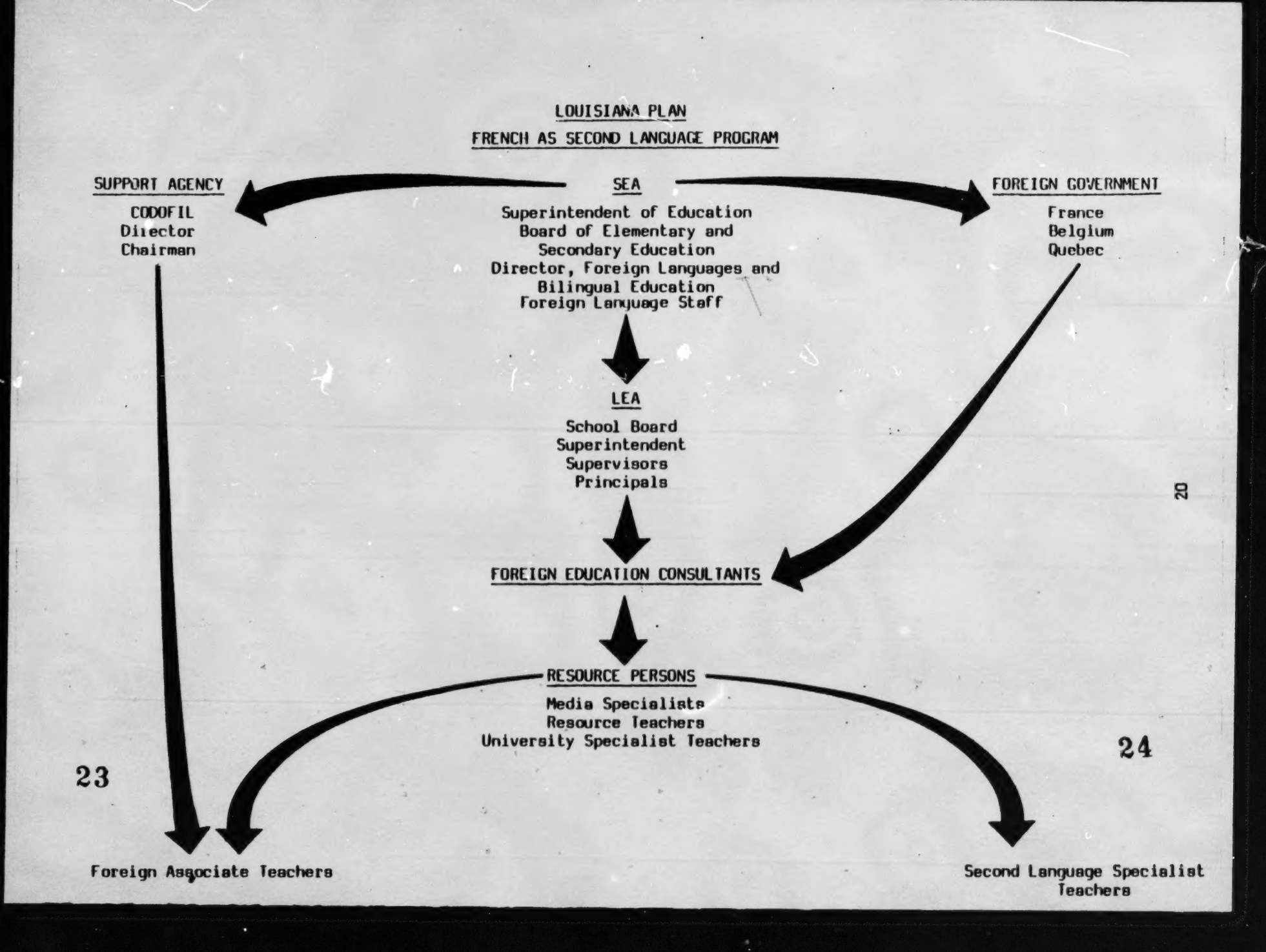
4. Instructional staff - Act 714 states: "Instructors in a second language would be regularly assigned certified (foreign language) teachers at the secondary level (grades 9-12) or certified Second Language Specialist Teachers in the elementary grades 1-8, itinerant in one or more schools, and/or foreign associate teachers selected and approved by the State Department of Education in cooperation with other appropriate state agencies."

D. Models

1. Utilizing Foreign Associate Teachers from the country of origin under an IAP-66 visa renewable up to three years, until such time as Louisiana Second Language Specialist teachers assume the program. A monitoring staff of foreign personnel serving as foreign educational consultants is used to support the instructional program. School systems planning to utilize Foreign Associate Teachers must agree to the performance responsibilities contained in this handbook.
Example of Model #1 - Beauregard Parish

2. Utilizing certified Second Language Specialist teachers full-time and/or part-time. The state will provide the minimum state salary and Second Language Specialist increment for these teachers, and the parish will be responsible for the local salary differential. The school system must submit to the Director of State School Finance, the name, highest degree held, years of experience, teacher certificate number, and date of SLS certification for each full-time teacher. The school system need only submit the names and proposed teaching schedules for part-time Second Language Specialists, as the system will continue to pay these teachers as regularly assigned classroom teachers and the Second Language Specialist increment will be paid by the state.
Example of Model #2 - Ouachita Parish

3. Utilizing a combination of Foreign Associate Teachers and Second Language Specialist teachers to provide for a more continuous second language program in grades 1-12. The associate teachers shall be monitored by a local supervisor, a foreign consultant, and a Department of Education staff member. Foreign resource teachers shall be provided to assist the Second Language Specialist teachers with supplemental cultural material and second language development. The foreign consultants will assist the SLS upon request with curriculum development. SLS teachers will assist the foreign personnel with incorporating Louisiana's cultural heritage into the basal French instructional material used in the program.
Example of Model #3 - East Baton Rouge Parish


LOUISIANA PLAN
FRENCH AS SECOND LANGUAGE PROGRAM
SUPPORT AGENCY
CODOFIL
Director
Chairman
SEA
Superintendent of Education
Board of Elementary and
Secondary Education
Director, Foreign Languages and
Bilingual Education
Foreign Language Staff
FOREIGN GOVERNMENT
France
Belgium
Quebec
LEA
School Board
Superintendent
Supervisors
Principals
FOREIGN EDUCATION CONSULTANTS
RESOURCE PERSONS
Media Specialists
Resource Teachers
University Specialist Teachers
Foreign Associate Teachers
Second Language Specialist
Teachers
20
23
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ADDENDA ITEMS

1. Act 714
2. Needs Assessment Survey
3. Demographic Statistics
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5. Associate Teacher Map
6. Second Language Specialist Map
7. Parish Contract
8. Parish Plan for Continuity
9. Suggested Curriculum
10. Material Available
11. Sector Map
12. Regional Breakdown
13. SLS/Bilingual Specialist Teacher Training Program
14. Participating Universities

ACT No. 714

Senate Bill No. 639.

By: Mr. Mouton, Chairman, Senate Committee on Education, Health and Welfare (Substitute for SB No. 209 by Mr. Mouton), and Representatives Bares, M. J. LaBorde, J. Jackson, D'Gerolamo, Anzalone, Leithman, Morrison, and Jenkins.

AN ACT

To amend Title 17 of the Louisiana Revised Statutes of 1950, by adding thereto a new Section, to be designated as R.S. 17:273, to authorize each parish or city school board to establish, as a part of the general curriculum, the teaching of a second language in grades one through twelve; to provide a procedure for petitioning a parish or city school board for the inclusion of the teaching of a second language in the general curriculum of a particular school or schools when the governing authority of the school fails to establish such a program; to establish the procedure for exempting students from the second language program; to authorize and require the State Board of Elementary and Secondary Education to establish guidelines, regulations, and policies to implement such a program; and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Section 273 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby enacted to read as follows:

§273. Second languages; teaching in public schools

A. Commencing with the 1976-1977 school year, each parish school board and city school board in the state is hereby authorized to establish as a part of the general curriculum of instruction the teaching of a second language. The second language curriculum shall be so established as to include a program extending upward through all grades, commencing in the first grade and extending upwards to the twelfth grade, in a well articulated, sequential manner so as to afford all school children in the state the opportunity of attaining proficiency in a second language.

B. (1) If a parish or city school board does not establish a second language program by May 30, 1976, such a program shall be required upon presentation of a petition requesting the instruction of a particular second language. The petition shall be addressed and presented to the parish or city school board and shall request the instruction to be in a particular school. It shall contain the

signatures of at least twenty-five percent of the heads of households of students attending a particular school within the jurisdiction of the parish or city school board. The superintendent of the parish or city schools shall determine the required number of signatures needed for each school and shall certify whether or not a petition contains the necessary number of signatures. Parents may petition to initiate second language programs in elementary schools, junior high schools, and senior high schools.

(2) Upon receiving a certified petition, the parish or city school board shall establish the teaching of the designated second language in said school as a part of the general curriculum of instruction. The instruction of the second language shall be developed to include the teaching of the language in each grade of said school in a well articulated and sequential manner so as to afford to the student the opportunity of attaining proficiency in the designated second language. Any student shall be exempted from the second language program upon request of the parent or guardian. The parent shall direct this request to the principal of the school or to the superintendent of the parish or city school system.

(3) Instructors in a second language would be regularly assigned certified teachers at the secondary level or certified second language specialist teachers in the elementary grades one through eight, itinerant in one or more schools, and/or foreign associate teachers selected and approved by the State Department of Education in cooperation with other appropriate state agencies. A second language specialist teacher with a full schedule of second language classes would not be counted in the pupil-teacher ratio in the school of assignment, but would be counted as an additional teacher.

(4) The cost of implementing a second language program at the secondary level (junior and/or senior high schools) will be borne by the local school system. The cost of implementing second language programs in the elementary grades over and beyond the base salary of regularly assigned teachers will be paid from state funds appropriated as a part of the total education budget of the State Department of Education.

C. The State Board of Elementary and Secondary Education shall establish guidelines, regulations, and policies for the implementation of a comprehensive curriculum in a second language in a well articulated sequential manner in order to carry out the intent of this Section.

Section 2. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items or applications of this Act which can be given

effect without the invalid provisions, items or applications, and to this end the provisions of this Act are hereby declared severable.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

Approved by the Governor: July 17, 1975.

Published in the Official Journal of the State: August 21, 1975.

A true copy:

WADE O. MARTIN, JR.
Secretary of State.

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

J. KELLY NIX
State Superintendent

P. O. Box 44064
Baton Rouge, La.
70804

SECOND LANGUAGE STAFFING NEEDS
1979-80 SCHOOL SESSION

Parish_____ Contact Person (Supervisor)_____

In making your projection you need to consider the following:

A. Second Language Specialists - Act 714 of 1975 authorizes the use of minimum foundation funds to employ full-time Second Language Specialists (SLS) teachers over and beyond the teacher allotment for the parish. The state will pay base salary and SLS pay increment for these certified teachers and local school boards will pay the parish differential.

B. Foreign Associate Teachers - For the 1979-80 school year, parishes will be required to pay a $750 cost of living supplement per Foreign Associate Teacher in addition to their base salary paid by the state. This $750 supplement is payable to each Foreign Associate Teacher upon his/her arrival in the parish.

We project that we will need the following for the 1979-80 school year:

A. Second Language Specialists Only (Full-time)

_____ (indicate number in blank)

B. Combination of Full-Time SLS and Foreign Associate Teachers

_____ full-time SLS and _____ Associate Teachers of French

C. Foreign Associate Teachers Only (in parishes where SLS are not yet available)

_____ (indicate number in blank)

Please return to the Foreign Languages and Bilingual Education Section, Department of Education, P. O. Box 44064, Baton Rouge, LA 70804, by October 27, 197-.

Demographic Statistics

French as Second Language Program

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Parishes	20	26	36	34	36	32	26
Schools	95	137	201	187	199	176	222
Kindergarten Classrooms	6	10	17	7	21	27	43
First Grade Classrooms	323	382	159	61	146	103	114
Second Grade Classrooms	171	354	495	321	345	309	341
Third Grade Classrooms	41	236	419	416	398	348	408
Fourth Grade Classrooms	4	66	233	317	375	324	366
Fifth Grade Classrooms	0	20	123	166	229	232	285
Sixth Grade Classrooms	0	12	47	62	124	116	155
Seventh Grade Classrooms	0	0	4	3	14	17	15
Eighth Grade Classrooms	0	0	3	1	2	0	18
Special Education Classrooms	0	0	0	3	8	2	14
Total Classrooms in Program	545	1,080	1,513	1,363	1,662	1,511	1,618
Total Pupils in Program	16,000	29,000	40,000	35,410	42,644	37,001	35,362
Foreign Associate Teachers	100	170	232	211	191	178	167
SLS Full-Time							17
SLS Part-Time							49
Foreign Resource Teachers							6
French Educational Consultants	7	6	8	9	11	10	10

CONTRACT OF EMPLOYMENT

Between the Council for the Development of French in Louisiana (CODOFIL) and

Mr. Mrs. Miss _____ of _____ nationality,

it is stipulated that:

I - GENERAL AGREEMENT

CODOFIL agrees to employ Mr. Mrs. Miss _____ in the position

of _____ for a minimum of 10 months (September 1, 1979 -

June 30, 1980). CODOFIL and the contracting party may, by mutual agreement, renew

this employment contract for a second and/or third 10-month period contingent upon:

a) The written request for renewal by the Associate Teacher of French.

b) The satisfactory evaluation of performance of duty.

c) The approval of the country of origin.

d) The continued need for foreign personnel.

e) The availability of funds.

II - CONDITIONS OF EMPLOYMENT

A. Associate Teacher of French (ATF)

1. The Associate Teacher of French (ATF) is required to teach the French language and Francophone culture in a Louisiana educational establishment from September 1, 1979 until May 31, 1980. He/she shall serve under the direction, administration and supervision of the local school board, the foreign educational consultant of the sector, and the State Department supervisor of the region. He/she is ultimately responsible to CODOFIL, the State Department of Education and his/her government.

2. As concerns scheduling of class periods, the State Department of Education stipulates that the Associate Teacher of French (ATF) will be assigned 240 minutes of daily teaching time. Class periods should have a duration of at least 30 minutes; however, no more than eight (8) classes will be taught per day. In addition, 60 minutes a day will be provided for class preparation. The teacher is required to adhere strictly to the school schedule and regulations. His/her attendance at faculty meetings (after or before school hours) may be requested by his/her responsible school authority.

3. The Associate Teacher of French (ATF) will be allowed to engage in additional employment of an educational or cultural nature within the confines of the French language and Francophone culture, i.e. adult night classes. It is to be understood that these activities must take place outside of his/her regular teaching duties. His/her remuneration shall be determined by mutual agreement between the instructor and his/her employer. Only those activities cited above are authorized by current regulations governing the IAP-66 (formerly DSP-66) visa held by the Associate Teachers.

B. Alternative Positions

1. The Resource Teacher (RT) will serve as an element of support for the Second Language Specialists (SLS). His/her work consists of visiting classes, teaching demonstration classes, and preparing workshops for the Second Language Specialist teachers. He/she is responsible to the school authorities of the parish, the foreign educational consultant of the sector, the State Department of Education, CODOFIL, and the representative of his/her government.

2. The University Specialist Teacher (UST) will participate in the Second Language Specialist training program in the university and in other tasks related to the teaching of French. He/she is responsible to the head of the Foreign Language Department of the university and the director of the Second Language Specialist program. He/she is ultimately responsible to CODOFIL, the State Department of Education and the representative of his/her government.

NOTE: Foreign personnel may be assigned to a position which combines the duties of the two above categories.

3. The Substitute Teacher (local recruitment) replaces the Associate Teacher of French who is absent from his/her school due to illness, accident or termination of contract. The local school board will assign his/her teaching duties.

III - REMUNERATION

A. The sum of Seven Hundred and Fifty Dollars ($750.00) will be paid to the Associate Teacher of French (ATF) upon arrival in his/her assigned parish. This amount constitutes $250.00 installation premium and $500.00 as cost of living increment.

B. While under the 10-month contract with CODOFIL, all foreign personnel will receive a total salary of $5,750.00 payable in nine (9) monthly checks of $639.00 (September through May). This salary is paid at the end of each month, beginning at the end of September, and is not subject to U.S. and State income taxes. This salary, $5,750.00, plus the parish participation, $750.00, constitutes a total sum of Six Thousand Five Hundred Dollars ($6,500.00) for the term of the contract (September 1, 1979 - June 30, 1980).

C. Transportation expenses from the teacher's domicile to the place of employment and return will be his/her own responsibility, except in the case where the instructor is called upon to teach in two educational establishments on the same day. Transportation expenses between the two schools will be defrayed by the local school board. The instructor will receive the mileage allowance that is currently paid by the participating school system in which he/she works.

D. Resource Teachers will receive a salary supplement of $250.00 over and beyond their salary of $6,500.00 for the 10-month contract. This supplement will be paid in two monthly checks of $125.00, in September and January.

E. University Specialist Teachers/Resource Teachers will receive a salary supplement of $250.00 per semester, plus $500.00 if they teach in a summer program during the month of June. The semester salary supplements will be paid at the end of each semester, and the June salary supplement will be paid in a lump sum of $500.00 on or before June 30, 1980.

IV - TERMINATION OF CONTRACT

Should the contract be terminated prior to May 31, 1980, the entire $250.00 installation premium must be reimbursed to the parish school board, plus $50.00 per month of the remaining months of contract (September 1, 1979 - June 30, 1980). This amount will be payable to the replacing Associate Teacher of French.

Upon termination or resignation, fifteen (15) days prior notice in writing must be furnished to the local school board with one copy to CODOFIL which in turn will notify the appropriate authorities. If this procedure is not followed, this will constitute a voluntary termination of contract and the IAP-66 (formerly DSP-66) visa will be cancelled immediately.

V - TRAVEL TO AND FROM LOUISIANA

A. European Travel

International travel for all foreign personnel under an IAP-66 (formerly DSP-66) visa and under contract with CODOFIL will be the responsibility of their respective government and/or CODOFIL.

B. Quebec Travel

CODOFIL will arrange for round-trip airline tickets for Associate Teachers of French from Quebec. These Associate Teachers also have the option of travelling by automobile; however, this option of automobile travel from and to Quebec must be exercised prior to the end of the pre-service program in Quebec.

VI - RELOCATION

Any personnel under contract with CODOFIL may be relocated during the school year if such a change becomes a professional necessity. CODOFIL will assume the transportation expenses incurred by this relocation, except in the case of relocation for disciplinary action.

VII - VACATION, SICK LEAVE AND RELEASE TIME

A. Vacation

Vacation and holiday privileges granted the Associate Teacher of French during the school year are the same as those for Louisiana personnel teaching in the same educational establishment; however, the Mardi Gras holidays (Monday, Tuesday & Wednesday) have been granted all foreign personnel. Absences prior to or immediately following a holiday will be considered as unexcused absences and the Associate Teacher will be docked $32.00 per working day, 1/20th of his/her monthly check.

B. Sick Leave

Associate Teachers of French, as all Louisiana teachers, are allotted ten (10) working days of sick leave for the school year; however, after three (3) or more consecutive working days of absence, the teacher must present a medical certificate to the principal of the school upon his/her return.

For absences in excess of 10 allotted days and for reasons other than illness, teachers will be docked $32.00 per working day, 1/20th of their monthly check, unless on release time authorized by the State Department of Education.

C. Release Time

1. Foreign personnel will be given adequate time to settle into their locations. Work begins Tuesday after Labor Day.
2. In order to facilitate their departure from Louisiana, foreign personnel will be given release time for the last three (3) working days in May.

D. Death in immediate family

The death of a member of the immediate family will be considered reason for an excusable absence but should not exceed ten (10) working days.

VIII - HEALTH AND ACCIDENT INSURANCE

Health and accident insurance coverage will be furnished to all foreign Associate Teachers of French under an IAP-66 (formerly DSP-66) visa in accordance with agreements between CODOFIL and their respective governments. The Associate Teachers of French covered by this insurance are subject to a $12.00 deductible on the first office visit for each accident or illness.

IX - TERMS OF CONTRACT

A. All Associate Teachers of French agree to respect the laws, customs and traditions of the State of Louisiana, as well as those of their parish of assignment.

B. Foreign personnel, as all Louisiana teachers, is required to follow the same rules and regulations including conduct, dress and personal appearance which are currently in force in the parish and the educational establishment in which they work.

C. The local school board has the right to request the termination of the Foreign Associate Teacher's services in that parish for the following reasons:

1. Incompetence
2. Willful neglect of duties
3. Excessive absences (20 days) and/or excessive tardiness
4. Judicial conviction
5. Inability to adapt to the attitude and the social and cultural customs of the community of employ.

In all cases, CODOFIL and the State Department of Education retain the right to terminate the present contract or to relocate the Associate Teacher of French for these or any other valid reason after due consultation with the representative of his/her government.

In the case of termination of this contract, CODOFIL will not be responsible for the Associate Teacher's return trip. The Associate Teacher forfeits any remaining salary from the date of termination. He/she must reimburse the $250.00 installation premium, plus $50.00 per month of the remaining months of contract. He/she must settle all debts that he/she may have incurred in Louisiana. The visa IAP-66 (formerly DSP-66) will be revoked after fifteen (15) days.

In the case of departure from Louisiana in which the Associate Teacher of French leaves debts and obligations unpaid, a report of such debts and obligations will be made to the proper authorities of his/her home country for reimbursment.

We have reviewed carefully each point in this contract and agree to abide all terms contained herein during the period of service in the State of Louisiana.

CODOFIL	Associate Teacher of French
State Department of Education	Place & Date (month/day/year)

PARISH REVIEW OF ASSOCIATE TEACHER'S CONTRACT FOR 1979-1980 SCHOOL YEAR

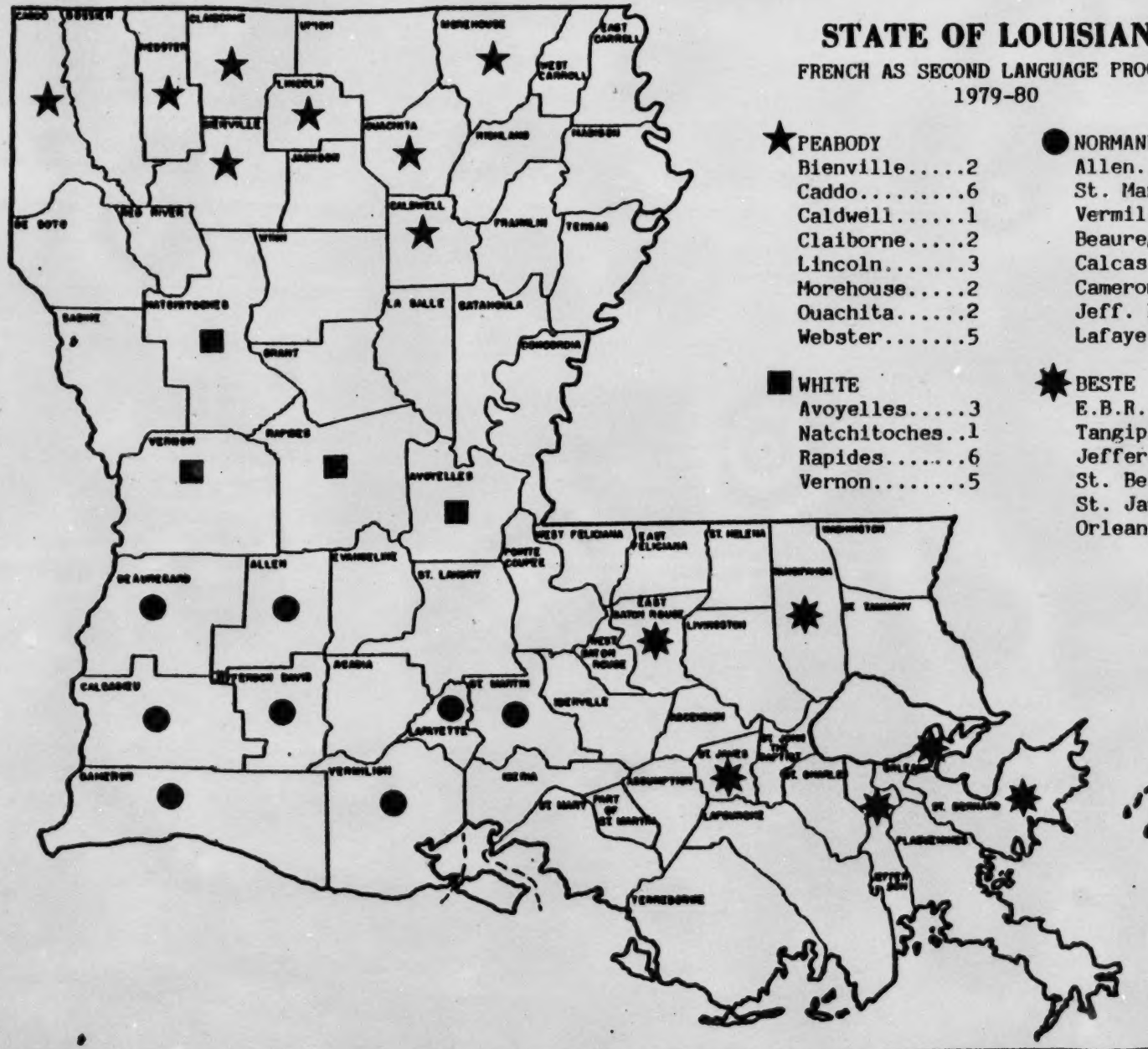
The School Board of _____ Parish, represented by

_____, Superintendent, has reviewed each point

in this contract and agrees to all terms contained herein.

_____
Signature

_____
Date (month/day/year)

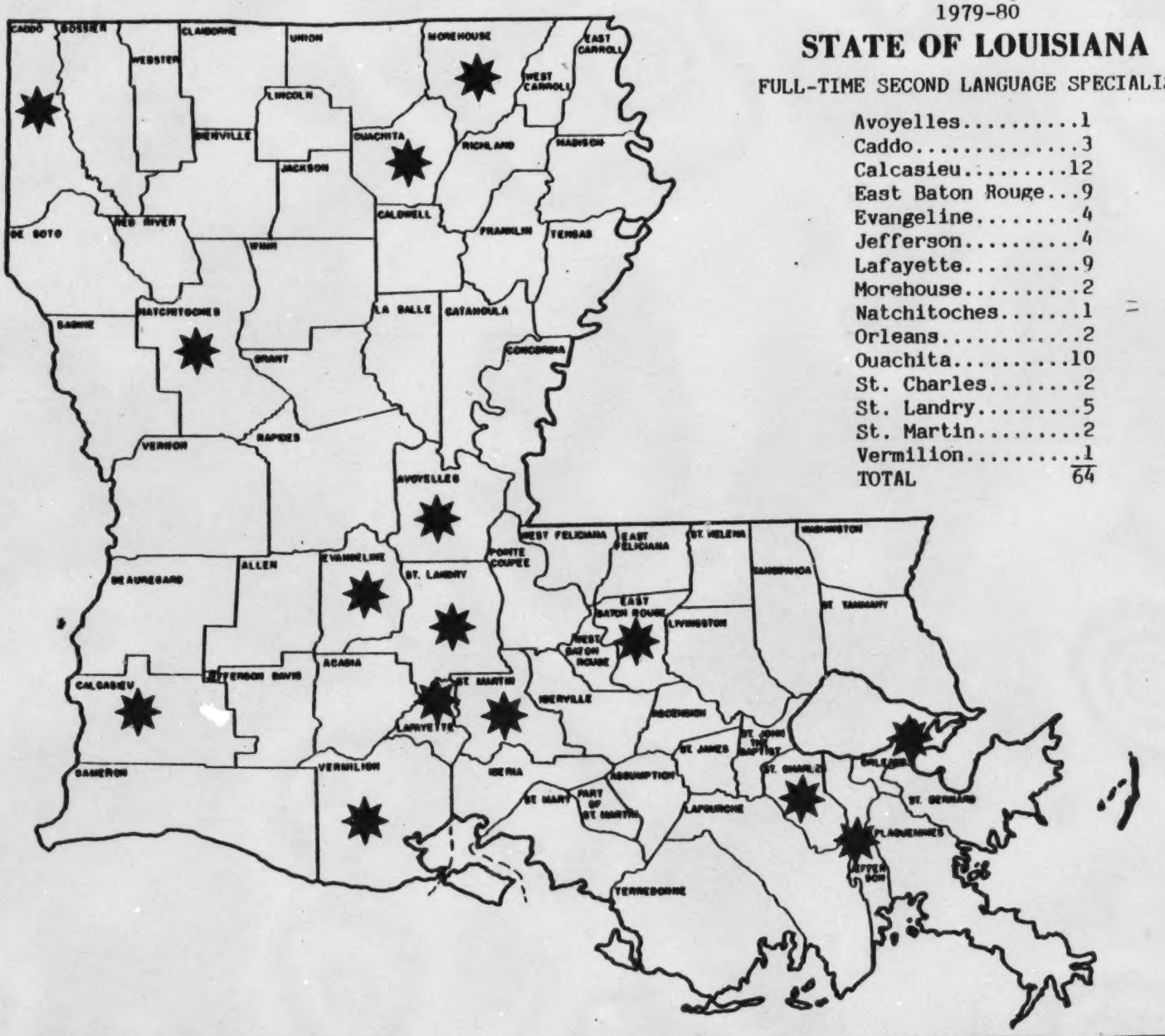

STATE OF LOUISIANA
FRENCH AS SECOND LANGUAGE PROGRAM
1979-80
PEABODY
Bienville.....2
Caddo.....6
Caldwell.....1
Claiborne.....2
Lincoln.....3
Morehouse.....2
Ouachita.....2
Webster.....5
WHITE
Avoyelles.....3
Natchitoches..1
Rapides.....6
Vernon.....5
NORMAND
Allen.....3
St. Martin....3
Vermilion.....4
Beauregard....6
Calcasieu....10
Cameron.....5
Jeff. Davis...5
Lafayette....13
BESTE
E.B.R.....7
Tangipahoa....4
Jefferson.....2
St. Bernard...2
St. James.....2
Orleans.....15

1979-80

STATE OF LOUISIANA

FULL-TIME SECOND LANGUAGE SPECIALISTS

Avoyelles	1
Caddo	3
Calcasieu	12
East Baton Rouge	9
Evangeline	4
Jefferson	4
Lafayette	9
Morehouse	2
Natchitoches	1
Orleans	2
Ouachita	10
St. Charles	2
St. Landry	5
St. Martin	2
Vermilion	1
TOTAL	64



1979-80
PARISH CONTRACT
FOR
FRENCH AS SECOND LANGUAGE PROGRAM

Entered into and agreed upon this date,_____, the Parish of _____, requests the services of _____ Associate Teachers of French, to teach in the elementary schools of the Parish.

I. The Associate Teachers shall be assigned to class sections in the following elementary school(s) in the Parish:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

II. The following financial arrangements are understood and acceptable to us:

A. The Parish shall be responsible for the sum of $750 per teacher upon arrival in the Parish for installation and cost of living increment. Any associate teacher who voluntarily terminates his or her employment prior to May 30, 1980, will reimburse the $250 installation plus $50 per remaining month which will be payable to a replacement teacher.

B. The Parish will receive from the state $5,750 for each associate teacher payable in three quarterly payments of $2,000 in September (for September-November), $2,000 in December (for December-February), and $1,750 in March (for March-May).

C. Any funds unexpended for salaries after May 30 will be returned to the State Department of Education prior to June 30, 1980.

D. We also understand that _____ Resource Teacher(s) will be assigned to our parish as part of our total allotment and that these Resource Teachers are to be paid in the same manner as the associate teachers. The Parish will provide $750 and the State will provide $5,750.

III. The Parish agrees to abide by the following objectives of the Statewide French as Second Language Program approved by the Board of Elementary and Secondary Education:

A. Parishes participating in the French as Second Language Program will guarantee continuity in grades 1-6 in participating schools for the 1979-80 school year, as well as a plan for grades 7 and 8, as either part of the double language arts block or as an elective subject.

Approval of revision as of 7/16/79

_____
Parish Superintendent

B. For the 1979-80 school year, parishes will be allowed to schedule French as Second Language Programs so as to provide the most equitable use of language arts, cultural enrichment and content area time. However, French as Second Language will be taught in the context of language development so as to reinforce the basic skills and concepts presented in the regular language arts program.

C. It is understood that students will receive second language instruction on a daily basis so as to provide them with a sequential program of instruction and continuity of second language development. If the Associate Teacher moves from class to class, the second language program will be made available to all students. If the principal wishes to select participating students, then a separate classroom must be provided for the Associate Teacher.

D. Foreign Associate Teachers will be scheduled for a maximum of 240 minutes of instruction. In addition, 60 minutes should be set aside for class preparation. Class periods should be a minimum of 30 minutes duration with no more than 8 classes per day. Assignments will be limited to a maximum of two schools, and the Associate Teacher(s) will be provided ample storage space for instructional material, as well as an area for planning.

E. Associate Teachers will not be assigned special education classes without prior approval from the Department of Education.

IV. The local supervisor will arrange a meeting of participating school principals, the Department of Education staff member and the French Education Consultant for the Sector so that points of the Administrative Guide and objectives of the program are understood. This meeting is to take place prior to October 31, 1979.

A. The Department of Education will expect the Parish supervisor to assume the following responsibilities:

1. To assist the Associate Teachers of French in finding temporary and/or permanent housing and in settling into the local communities of the parish.

2. To assure that all arrangements for salary payments for Associate Teachers of French have been made, including any remuneration from local funds for mileage resulting from travel if the teachers teach at more than one school. (As Associate Teachers of French came to Louisiana under a special visa (DSP66-J1), no taxes are withheld from their salaries. However, if a Resource Teacher has married an American citizen and has been granted a permanent resident visa, then he or she should be given a W-2 form at the end of the year showing earnings.)

3. Make sure that the Associate Teachers of French understand and follow the rules and regulations of the school system.

B. The Department of Education will expect the participating principals to assume the following responsibilities:

1. Help to integrate the Associate Teachers of French into the total education program of the school.

2. Make sure that the Associate Teachers of French understand and follow the rules and regulations of the school.

3. Prepare class schedules of the Associate Teachers of French. (See Section III, Paragraph D.)

4. Notify the Department of Education of prolonged absences and/or excessive tardiness, as these are just cause for dismissal.

We understand that a revised administrative handbook for the French as Second Language Program will be provided for the superintendent, the supervisor in charge and all principals involved in the program. We shall direct that the procedures and guidelines therein be followed in all schools.

J. KELLY NIX
State Superintendent

Parish Superintendent

President of School Board

FRENCH AS SECOND LANGUAGE PROGRAM

PLAN FOR CONTINUITY

1979-80

PLEASE REPRODUCE AS MANY COPIES AS NECESSARY BEFORE COMPLETING THIS FORM ACCORDING TO THE FOLLOWING GUIDELINES:

NOTE: Complete a separate schedule for each school participating.

I. Instructor -Write the position of the instructor and not the name of the instructor. Use a separate space for each instructor. Classify the instructor as either: ATF - Associate Teacher of French
SLS (FT) - Second Language Specialist, Full-Time
SLS (PT) - Second Language Specialist, Part-Time

II. Sections Taught/Grade - Indicate the number of sections, i.e. classes, taught at each grade level by each instructor. Indicate combination classes with (^) between the two categories and put the number of classes under the bracket.

III. Total Sections/Teacher - Write the total number of classes per day taught by each instructor. The figure should equal the figures given in II.

IV. Indicate the total number of students taught by each teacher.

V. Total Sections/Grade - Add the total number of sections taught by all instructors for each grade level. Omit combination sections.

VI. Number of Special Education Sections - List number taught, if any. Follow same directions as in II.

VII. Inidcate the total number of students per grade.

VIII. Minutes per Class Period - Write the total number of minutes scheduled.

IX. Number of Classes per Week - Write the number of times per week that the instructor meets with each section.

EXAMPLE:

Elementary School: TAYLOR Elementary

I. Instructor	II. Sections taught/Grade 1	2	3	4	5	6	7	8	Name of middle or junior high	III. Total sections per teacher	IV. Approx. students per teacher
1. ATF					3	3	↑ 2		Smith Jr.	8	
2. SLS (PT)				1						1	
V. Total Sections Grade				1	3	3					
VI. No. of Special Ed. Sections											
VII. Approx. Students/Grade											
VIII. Minutes per class period				30	30	30	↑ 30				
IX. Number of classes per week				5	5	5	↑ 5				

PARISH: _____ SUPERVISOR: _____

FRENCH AS SECOND LANGUAGE PROGRAM PLAN FOR CONTINUITY

Elementary School: _____

I. Instructor	II. Sections taught/Grade								Name of middle or junior high	III. Total sections per teacher	IV. Approx. students per teacher
	1	2	3	4	5	6	7	8			
V. Total Sections Grade											
VI. No. of Special Ed. Sections											
VII. Approx. Students/Grade											
VIII. Minutes per class period											
IX. Number of classes per week											

Elementary School: _____

I. Instructor	II. Sections taught/Grade								Name of middle or junior high	III. Total sections per teacher	IV. Approx. students per teacher
	1	2	3	4	5	6	7	8			
V. Total Sections Grade											
VI. No. of Special Ed. Sections											
VII. Approx. Students/Grade											
VIII. Minutes per class period											
IX. Number of classes per week											

OVERVIEW OF MATERIALS AND INSTRUCTIONAL OBJECTIVES BY GRADE

GRADE	Language (Listening/Speaking)				Reading	
	Material	Objectives	Timetable # of weeks		Material	Objectives
1	Jeannot Lapin puppets, figurines, flannel-board	Introduce French sound system and limited basic vocabulary	1-30			
	Frère Jacques I, Lessons 1-5	Develop listening comprehension	1-30			
	Supplementary audio-visual aids					
2	Review: Frère Jacques I, lessons 1-5	Establish basic pronunciation and intonation patterns	1-8			
	Complete: Frère Jacques I, lessons 6-12	Oral expression: basic structures and vocabulary in Frère Jacques I plus: avoir...ans singular: je, tu, il/elle	9-20			
	Supplementary materials	Auditory discrimination Develop listening comprehension and pronunciation skills	1-30			
3	Review: Frère Jacques I, lessons 5 and 10	Review basic structures and vocabulary contained in Frère Jacques I, lessons 1-12	1-5	5 to 15	(To be developed)	Reading (Global) Begin development of of reading comprehension skills by: -recognizing previously learned vocabulary -locating main idea in a simple sentence -forming questions -applying concepts of sequence
	Complete: Frère Jacques I, lessons 13-17, plus enrichment activities	Introduce structures and vocabulary in FJI, lessons 13-17. +..plus + adj + que + noun/pronoun (comparative) + votre (possessive adj.) + qui (interrogative pronoun)	5-30	15 to 30	Frère Jacques I, lessons 2-16 (Revised)	
	Supplementary materials	Develop listening comprehension and pronunciation skills	1-30	30		

OVERVIEW OF MATERIALS AND INSTRUCTIONAL OBJECTIVES BY GRADE

GRADE	Language (Listening/Speaking)				Reading	
	Material	Objectives	Timetable (# of weeks)		Material	Objectives
4	Review: Frère Jacques I, lessons 5,10,15 or other material	Review concepts in FJI, lessons 5-17	1-5		FJ lessons 5, 10, 15 or other material	Review of reading comprehension skills
	Complete: Frère Jacques I, lessons 18-20 Frère Jacques II, lessons 21 & 22 plus enrichment activities	Introduce structures and basic vocabulary contained in FJ I and II, lessons 18-22 plus: pourquoi/parce que passe compose avoir mal	6-30		FJ I, lessons 17-30 FJ II, lessons 31-35	Develop the ability to reproduce, in writing, simple and short paragraphs
	Supplementary materials	Develop: Auditory discrimination and listening comprehension and pronunciation	1-30			
5	Review: FJ I, lessons 10, 15, 20 or other material	Review concepts in FJ I, lessons 5-22	1-8		FJ 15, 20, 25, 30, 35 or other material	Reinforcement of reading comprehension skills
	Complete: FJ II, lessons 23-26	Introduce structures and basic vocabulary contained in FJ lessons 23-26 plus: complements	9-30		FJ lessons 36-60	Emphasis on four skills Listening/speaking always preceding reading and writing
	Supplementary materials	Develop listening comprehension and pronunciation skills	1-30			
6	Review: FJ lessons 15, 20, 25 or other material	Review of concepts in FJ, lessons 10-26	1-8	1	(To be developed)	Emphasis on reading comprehension and pronunciation skills
	Complete: FJ II, lessons 27-30	Introduce structures and vocabulary contained in FJ, lessons 27-30 plus components	9-30	to		plus: review of French sound system and particular forms (i.e. ent as plural verb form)
	Supplementary materials - reinforcement of writing skills	Continued development of the four language skills and evaluation of same based on minimum standards	1-30	30		

MATERIAL AVAILABLE FOR FOREIGN LANGUAGES INSTRUCTION

Louisiana State Department of Education

Foreign Languages and Bilingual Education Section

I. Two Curriculum Specialists, Christine Renaud and Eliane LaFleur, at the State Department of Education offer, upon request by the parish supervisors, inservice workshops for Second Language Specialist teachers.

The objectives of the inservice workshops are:

- To introduce and familiarize SLS teachers with foreign language teaching materials available
- To present and demonstrate the second language methods being used in Louisiana
- To aid SLS teachers in developing evaluation materials for second language students
- To help SLS teachers and resource teachers develop supplementary material.

II. Description of Material Available for French Instruction, Grades K-6

A. Methods of Instruction

1. Jeannot Lapin - an introduction to the French language for children ages 4-6 by teaching songs. The content of these songs serves as a basis for the lessons and as a motivational tool. A daily period of 10-15 minutes is suggested for the kindergarten level, and a daily period of 15-20 minutes is suggested for the first grade.

   a. To be used at the kindergarten level (lessons 1-15)
      To be used at the first grade level (lessons 1-30)

   b. Material

      1. Chantons avec Jeannot Lapin - teacher's guide in French containing the daily lessons and drawings for transparencies (*)
      2. Cassette including all the songs of the method (cassette only available in exchange for a blank cassette) (*)
      3. Set of figurines (*)
      4. A rabbit puppet should be provided by the teacher.

2. Frère Jacques - a method of teaching French to children ages 7-11 (Level I and II). A daily period of 30 minutes is suggested for each grade level.

   a. To be used in grades 2-5

   b. Material

      1. Set of figurines with flannel board (**)
      2. Teacher guide in French (**)
      3. Guide for the use of the flannel board (**)
      4. New teacher guide in French including the 20 daily lesson plans for Frère Jacques I and the Test Frère Jacques (*)

3. Bonjour Line - a method of teaching French to children ages 8-12. A daily period of 30 minutes is suggested for each grade level.

   a. To be used after 2 years of Parlons Français or Frère Jacques and to be used only in grades 5 and above.

b. Materials (***)

1. Classroom filmstrips
2. Classroom tapes
3. Teacher guide
4. Children's books

B. Instructional TV Methods

1. Jolie Louisiane - Socio-cultural television program shown on Public Broadcasting Service with the primary goal of promoting and cultivating the French culture and language in existence in Louisiana.

   a. Material
   A teacher's guide in English including the broadcast content of the twenty lessons and some information about the cultural aspect of that program is available. The overall series is broken down in four teaching units--Home and Family, Friends and Community, the World of Work, and the World of Play.

   b. This program is shown once a week for fifteen minutes.

2. La Bonne Aventure - A series of twenty bilingual fifteen minute programs brilliantly designed to acquaint young children with their French/American culture, heritage, language, and traditions. Innovative use of puppets heightens interest in the educational process. Recommended viewing audience: Anglo and Franco-American youngsters. Winsome puppets evolve to become fluent in both English and French and their job is to expose youngsters to aspects of the culture which are slowly disappearing due to assimilation.

   This program is aired twice a week.

3. Mon Ami Pierrot - A series of thirty short programs produced by Radio Quebec in Canada, Mon Ami Pierrot helps the non-francophone children at the elementary level to learn the fundamentals of French as a second language. It is aired twice a week for ten minutes.

C. Supplementary Materials

1. Recueil de contes (*)
This book contains seven tales about animals. Each tale provides instructions for the follow-up lessons. Drawings for making transparencies accompany each tale.

   The purpose of this supplemental material is to provide teachers with a motivational source to assist them in their teaching.

2. Seasonal Activities (*)
This book contains several tales about the holidays usually celebrated in Louisiana (Halloween, Thanksgiving, Christmas, Mardi Gras, Easter, Valentine's Day, and Mother's Day). Drawings for making transparencies or figurines accompany each tale.

   It is in the process of being printed and should be available for the beginning of the 1979-80 school year. A tape with songs for each event will be available at that same time.

D. Curriculum Guides for Foreign Languages

The prime purpose of these guides is:

- To help the foreign languages teachers by providing them professional preparation
- to give the foreign languages teachers a better understanding of their duties
- to help students realize the good and unique benefits that can be gained from foreign languages study
- to make parents conscious of the values of foreign language study for their children.

The following guides are available at the present time:

- German Curriculum Guide K-12
- Italian Curriculum Guide K-12
- Latin Curriculum Guide K-12
- Russian Curriculum Guide K-12
- Spanish Curriculum Guide K-12

The French Curriculum Guide K-12 will be reprinted in 1979 and is not available at the present time.

III. How to Obtain the Material

(*) is available upon request at the Louisiana State Department of Education
Foreign Languages Section
P. O. Box 44064
Baton Rouge, LA 70804

Telephone: (504) 342-3456

(**) is available through the State Adopted Textbook List and should be requisitioned on Order Form I-T and submitted to the Parish or City Superintendent of Education

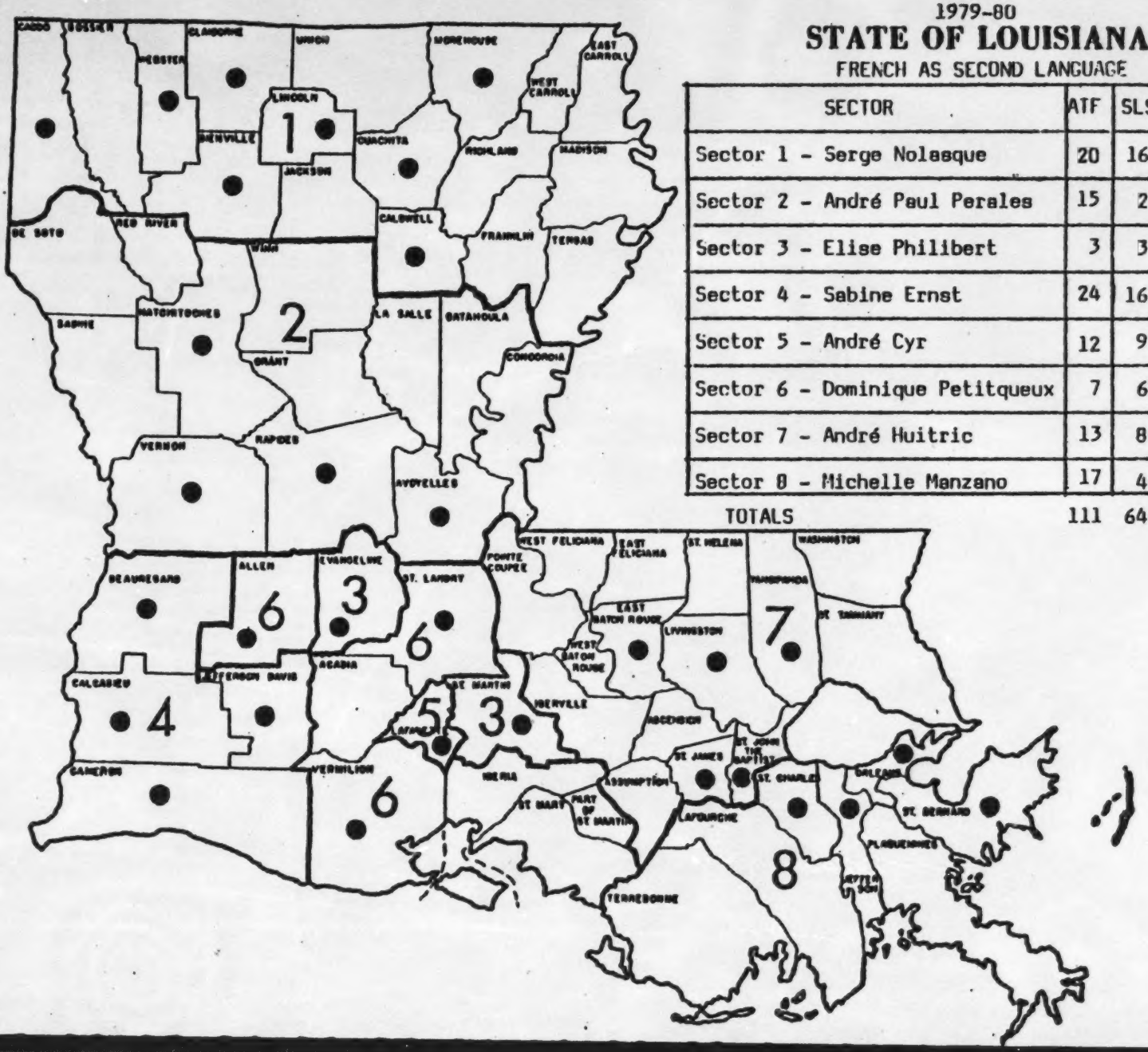
(***) is available by writing to Marcel Didier (Canada) Ltée Ltd.
2050, rue de Bleury, Suite 500
Montréal, Québec H3A 2J4

Telephone: 288-7191

1979-80

STATE OF LOUISIANA

FRENCH AS SECOND LANGUAGE



SECTOR	ATF	SLS	RT
Sector 1 - Serge Nolasque	20	16	2
Sector 2 - André Paul Perales	15	2	
Sector 3 - Elise Philibert	3	3	
Sector 4 - Sabine Ernst	24	16	2
Sector 5 - André Cyr	12	9	1
Sector 6 - Dominique Petitqueux	7	6	
Sector 7 - André Huitric	13	8	
Sector 8 - Michelle Manzano	17	4	2
TOTALS	111	64	8

TOTAL FOREIGN ASSOCIATE TEACHER STATISTICS

FRENCH AS SECOND LANGUAGE PROGRAM

1979-80

REGION	SECTOR	PARISH	NUMBER ATF'S PER PARISH	NUMBER ATF'S PER SECTOR	NUMBER ATF'S PER REGION
			State/Federal	State/Federal	State/Federal
I PEABODY	I	Bienville Caddo Caldwell Claiborne Lincoln Morehouse Ouachita Webster	2 6 1 2 3 2 2 5	23/0	23/0
II WHITE	II	Avoyelles Natchitoches Rapides Vernon	3/6 1 6 5	15/6	15/28
	VII	Livingston St. John	0/4 0/9	0/13	
	VIII	St. Charles	0/9	0/9	
III NORMAND	III	Evangeline St. Martin	0/10 3/0	3/10	49/34
	IV	Beauregard Calcasieu Cameron Jefferson Davis	6 10 5 5	26/0	
	V	Lafayette	13/20	13/20	
	VI	Allen St. Landry Vermilion	3 0/4 4	7/4	
IV BESTE	VII	East Baton Rouge St. James Tangipahoa	7 2 4	13/0	32/0
	VIII	Jefferson Orleans St. Bernard	2 15 2	19/0	

SECOND LANGUAGE SPECIALIST/BILINGUAL SPECIALIST
INSERVICE TEACHER TRAINING PROGRAM
(REVISED)

Example: French as Second Language

Pre Stage - Entrance to the program is limited to certified elementary and secondary foreign language teachers who have completed an intensive course of six semester hours of either De Vive Voix, Voix et Images, or Voix et Visages and who have achieved acceptable scores in a proficiency test based on these materials (Le Français Fondemental) The optional courses for bilingual specialist are limited to teachers participating in or who will participate in a federally funded program of bilingual education.

NOTE: Certified teachers who wish to do so, may take Level I Proficiency Test in order to bypass the pre stage.

SLS candidates who have successfully completed or bypassed the pre stage will then proceed through the following program:

Stage 1	1st Academic Year	
	Fall Semester - French Language	3 Credits
	Spring Semester - French Language	3 Credits
	Level II Proficiency Test - Acceptable scores required to continue in the program. Continuing candidates will be considered to be at the Junior level in French.	
Stage 2	1st Summer - Intensive French Language to include language and culture of Louisiana (on campus).	6 Credits
	Level III Proficiency Test - Acceptable scores required to continue in the program.	
	A. Requirement for SLS Candidates	
Stage 3	2nd Academic Year - Second Language Teaching	
	Fall Semester - Applied Linguistics and Methodology (Jeannot Lapin, Frère Jacques, Parlons Français)	3 Credits (Graduate)
	Spring Semester - Children's Literature in context of Louisiana Culture (songs, games, rhymes, folklore, etc.)	3 Credits (Graduate)
	B. Option for Bilingual Specialist Candidates	
	2nd Academic Year	
	Fall Semester - Bilingual Methods I (Language Arts and Social Studies)	3 credits (Graduate)
	Spring Semester - Bilingual Methods II (Science and Math)	3 Credits (Graduate)

Stage 4	2nd Summer - French Language and Francophone Culture (Off-campus in a French speaking country.)	6 Credits (Graduate)

Note: Participants will pre-register at the home university and attend off-campus program. Exceptions will be reviewed by a committee of SLS directors.

Bilingual Specialist Option for Certified SLS

Stage 5	3rd Academic Year	
	Fall Semester - Bilingual Methods I (Language Arts and Social Studies)	3 Credits (Graduate)
	Spring Semester - Bilingual Methods II (Science and Math)	3 Credits (Graduate)

Note: The third year Bilingual Specialist option is open to certified SLS teachers who have the opportunity of participating in a federally funded program of bilingual education.

Elementary teachers certified as either "Second Language Specialist" or "Bilingual Specialist" would receive the 80% pay increment provided they are teaching a second language part-time or full-time or teaching in a bilingual program.

PROGRAM DESCRIPTION

1. Language Proficiency Tests

   a. The Language Proficiency Tests (I, II, III) should be administered by a testing team selected by the Department of Education.

   b. Candidates must successfully pass all three proficiency tests before participating in a Second Language Specialist sponsored summer program abroad for credit.

2. Stage 1 - Language - Undergraduate Level

   The language courses in this stage, in order to lead to the desired proficiency, must be restructured along two principal lines:

   a. For each of the two semester courses, the four hours of classroom time must occur in two 2-hour classes, (i.e., 2 hours on Tuesday, 2 hours on Thursday).

   b. Because the course is an extension-type course, classroom work must be complemented by cassette and written exercises which extend the basic classwork.

3. Stage 2 - Language and Louisiana Culture - Graduate Level

   a. The integrated language and culture experience in this course will be validated via a substantive project of investigation into Louisiana Culture resulting in a cultural dossier.

   b. The course content, course description and the statewide dossier evaluation criteria should be developed by a committee to be appointed by the Department of Education, as the certifying agency.

4. Stage 3 - Professional Preparation - Graduate Level

   SLS Requirement

   a. The two courses should be conceived as an integrated unit, with Applied Linguistics and Methodology preceding Children's Literature.

   b. Methodology should be based on that employed in teaching Frère Jacques, Parlons Français, and Jeannot Lapin.

   c. The course instructors should make use of the expertise of both American and foreign Second Language Specialists at the elementary level.

   d. The course instructors should make extensive use of model classes of French taught in Louisiana elementary schools through: (1) direct observation, (2) videotapes; followed by micro-teaching experiences.

   e. The course content, course descriptions and the statewide course examinations (i.e., one for each course) should be developed by committees appointed by the Department of Education, as the certifying agency.

Bilingual Specialist Option

a. The two courses, Bilingual Methods I and II, would offer practical training in teaching Language Arts and Social Studies, Science and Math in an integrated bilingual, bicultural curriculum. These courses are specifically for those elementary teachers working in federally funded bilingual education programs who will be expected to teach content courses in two languages.

b. Methodology should be based on that employed in the parish programs of bilingual education.

c. The course instructors should make use of the expertise of bilingual staff personnel, as well as foreign educational consultants.

d. The course instructor should also make extensive use of model bilingual classes in the elementary schools of participating parishes through: (1) direct observation, (2) videotapes; followed by micro-teaching experiences.

e. The content of the two courses, course description and course examinations, should be developed by a committee of university and bilingual personnel appointed by the Department of Education, as the certifying agency.

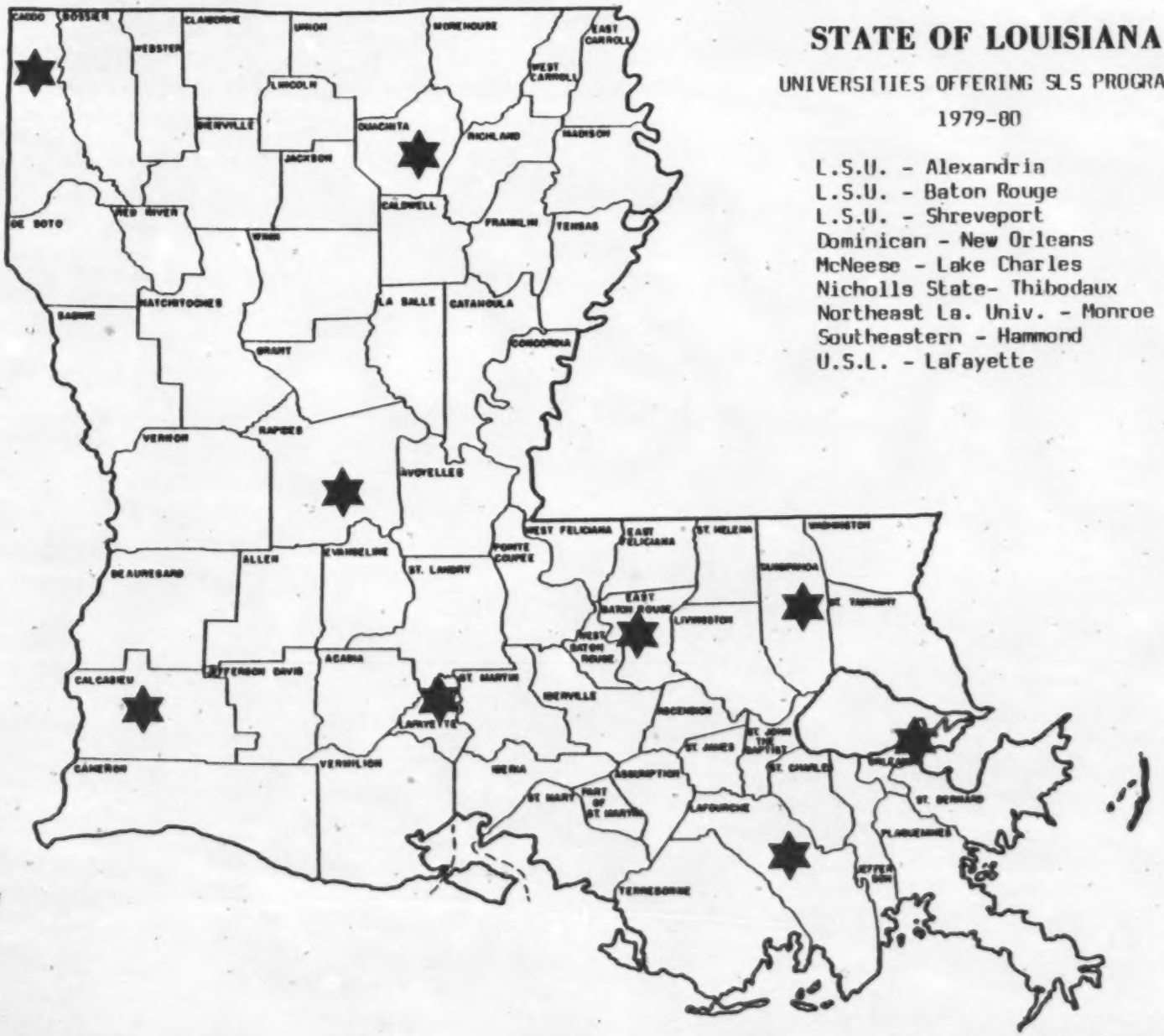
5. Stage 4 - French Language and Francophone Culture - Graduate Level

a. The integrated language and cultural experience in this course will be validated via a substantive project of investigation into the Francophone culture resulting in a cultural dossier.

b. The course content, course description and the statewide dossier evaluation criteria will be developed by a committee to be appointed by the Department of Education, as a certifying agency.

6. Stage 5 - Option for Bilingual Specialist - Bilingual Methods I and II

These two additional semester courses are specifically for those who have completed SLS certification and have the opportunity of working in a federally funded bilingual education program. The course description is the same as Stage 3.



STATE OF LOUISIANA

UNIVERSITIES OFFERING SLS PROGRAMS

1979-80

L.S.U. - Alexandria
L.S.U. - Baton Rouge
L.S.U. - Shreveport
Dominican - New Orleans
McNeese - Lake Charles
Nicholls State- Thibodaux
Northeast La. Univ. - Monroe
Southeastern - Hammond
U.S.L. - Lafayette

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